US History Syllabus\*

QUARTER II



Three Worlds Meet:

The American Revolution

The Road to Revolution

1763-1776

|  |  |
| --- | --- |
| Topics | Themes |
| The American Revolution  Confederation to Constitution  Constitution Handbook | Democratic Ideals  Citizenship  Impact of the Individual  Immigration & Migration  Expansion  Economics in History |

Assessments:

* In-Class Discussion
* In-Class Activities
* Assignments
* Primary Source Analysis III & IV
* Quizzes
* Current Event #2
* Founding Father’s Presentation
* Research Paper
* Syllabus is subject to change, per teacher discretion, student and administrative input.

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| --- | --- | --- | --- | --- | --- | --- |
| **Date** | | | | **BEFORE Class PREP** | **Topics Covered in Class** | **HW/Assignments** |
| Week 1 | | | | | | |
| 1 | NOV 1 | | |  | Founding Father’s Presentation Work Time |  |
| NOV 2 NO CLASS | | | | | | |
| 2 | NOV 3 | | |  | Founding Father’s Presentation Work Time |  |
| 3 |
| 4 | NOV 4 | | |  | No School- Hurricane Thomas |  |
| 5 | NOV 5 | | |  | CE: VA  No School- Hurricane Thomas |  |
| Week 2 | | | | | | |
| 6 | | NOV 8 | |  | Founding Father’s Presentation & RP Work Time |  |
| NOV 9 NO CLASS | | | | | | |
| 7 | | NOV 10 | |  | CE: TA  Founding Father Presentation & RP Work Time |  |
| 8 | |
| 9 | | NOV 11 | |  | Founding Father’s Presentation & RP Work Time |  |
| 10 | | NOV 12 | |  | PTS CONFERENCES |  |
| Week 3 | | | | | | |
| 11 | | NOV 15 | | Read TB 211- 215. | The Legacy of the War | Research…  Costs & Benefits of the War  The National Debt  Locate 3 sources. |
| NOV 16 NO CLASS | | | | | | |
| 12 | | NOV 17 | | *Research…*  *Republicanism*  *Free Enterprise* | CE: DAB  RP Information & Annotated Bibliography Due  The Legacy of the War   * Costs & Benefits of the War * The National Debt * Republicanism * Free-Enterprise |  |
| 13 | |
| 14 | | NOV 18 | |  | Critical Thinking Activity:  What American statements and ideals of the American Revolution conflicted with the institution of slavery? | Write a paragraph reacting to today’s discussion. |
| 15 | | NOV 19 | |  | Confederation to Constitution  Critical Thinking Activity:  Problem Solving: “The existing form of government does not meet the needs of the people.” | Write a paragraph reacting to today’s activity.  Read TB 221-225. |
| Week 4 | | | | | | |
| 16 | | NOV 22 | | Read TB 221-225. | CE: IC  Geography in History: The Northwest Territory | Write a paragraph reacting to today’s activity. |
| NOV 23 No Class | | | | | | |
| 17 | | NOV 24 | |  | Benjamin Franklin (MD & MC)  Thomas Jefferson (HC & SLM)  Read Aloud: Creating the Constitution  Analyzing Points of View  Great Compromise Plays |  |
| 18 | |
| THANKSGIVING | | | | | | |
| Week 5 | | | | | | |
| 19 | | NOV 29 | |  | John Adams (IC & VA)  Samuel Adams (TE & TA) | Complete Qs 1, 3 & 4 on TB 233. |
| NOV 30 No Class | | | | | | |
| 20 | | DEC 1 | | Read TB 234-237. | CE: VW & MD  Ratifying the Constitution  Understanding the Bill of Rights  Federalists v. AntiFederalists |  |
| 21 | |
| 22 | | DEC 2 | | Research James Madison  Research Alexander Hamilton | James Madison (JW & DC)  Alexander Hamilton (ML & TT) | Complete Qs 1, 3 & 4 on TB 237. |
| 23 | | DEC 3 | | Research the *Federalist Papers.* | Primary Source Analysis:  *The Federalist #51* & Objections to the Constitution | Complete Qs 1-2 on TB 239. |
| Week 6 | | | | | | |
| 24 | | | DEC 6 | Skim TB 242-243. | RP Outline I  The Constitution Handbook  The Living Document | Bring materials to Present the 7 principles of the Constitution visually. |
| DEC 7 No Class | | | | | | |
| 25 | | | DEC 8 | Research Patrick Henry.  Skim TB 244-247. | CE: BI & JW  Patrick Henry (DAB)  George Washington (BI & RP)  7 Principles of the Constitution | Complete Qs 1-2 on TB 247. |
| 26 | | |
| 27 | | | DEC 9 | Study graph on TB 246. | Checks & Balances |  |
| 28 | | | DEC 10 |  | CE: SLM  Constitution. Article 1- The Legislature |  |
| Week 7 | | | | | | |
| 29 | | | DEC 13 |  | Constitution. Article 1- The Legislature |  |
| DEC 14 No Class | | | | | | |
| 30 | | | DEC 15 |  | CE: ML & MC  Marquis de Laffayette (VW)  Constitution. Article 1- The Legislature  Work on Play about Law Making | Complete Qs 1-2 on TB 255. |
| 31 | | |
| 32 | | | DEC 16 |  | Notecards for RP due  Presentation of Plays | Work on Research Paper. |
| *WINTER HOLIDAY* | | | | | | |
| Week 8 | | | | | | |
| *WINTER HOLIDAY* | | | | | | |
| JAN 4 No Class | | | | | | |
| 33 | | | JAN5 |  | CE: RP & TE  Constitution. Article 2- The Executive  Electoral College | Complete Qs 1-2 on TB 259. |
| 34 | | |
| 35 | | | JAN 6 | Research Important Supreme Court Cases | Constitution. Article- The Judiciary | Complete Qs 1-2 on TB 261. |
| 36 | | | JAN7 |  | Supreme Court Case Investigation | Poster about an Important Supreme Court Case. |
| Week 9 | | | | | | |
| 37 | | | JAN 10 |  | Outline II for RP Due  Notecards II due  Presentation of Supreme Court Posters |  |
| JAN 11 NO CLASS | | | | | | |
| 38 | | | JAN 12 |  | CE: HC  The Constitution. Article 4 – 6. | Complete Qs 1-2 on TB 265. |
| 39 | | |
| 40 | | | JAN 13 |  | The Constitution- The Bill of Rights & Amendments 11-27. | Complete Qs 1-2 on TB 268. |
| 41 | | | JAN 14 |  | CE: DC  The Constitution- The Bill of Rights & Amendments 11-27. | Complete Qs 1-2 on TB 277. |
| Week 10 | | | | | | |
| RP Rough Draft due on Turnitin.com  JAN 17 PD DAY | | | | | | |
| JAN 18 No Class | | | | | | |
| 42 | | | JAN 19 |  | CE: TT  The Constitution.   * Create a Design for a Mural to celebrate the 13-15th Amendments. * Trace women’s suffrage in different part of the world. | Prepare for a debate on term limits.  Complete Qs 1-2 on TB 277. |
| 43 | | |
| 44 | | | JAN 20 |  | Writing a Class Constitution |  |
| 45 | | | JAN 21 |  | RP Due  Writing a Class Constitution |  |
|  | | | | | | |

Extra Credit/Enrichment Opportunities

1. Reaction Paper to a
   1. Historical Movie
   2. Historical Fiction short story and/or novel

Question: How historically accurate is the movie/story/book?

1 page

MLA Format

3 sources

1. Interpret a Painting

1 page

MLA Format

2 sources

1. Analyze a Primary Source/ Artifact

1 page

MLA Format

3 Sources

1. Compile a list of at least five (5) reliable websites on any of the topics discussed this Quarter.
2. Decorate Bulletin Board with information about a Topic

Rubrics

Founding Fathers Presentation

A few outstanding men helped create America into the nation that it is today. As Patriots, these founding fathers helped found the nation in a variety of ways, from fighting in the revolutionary war to drafting the Declaration of Independence. We owe gratitude to these founding fathers for many of the rights and privileges that we enjoy today. The unique blend of their personalities, their vision and their commitment to progress served as the perfect ingredients in the creation of the United States. Indeed, they are role models for future generations. During this unit, you will initiate class with a presentation about a founding father. Your presentation must last about 15 minutes. It must be done on Microsoft PowerPoint. It must cover the following information about your historical figure:

* 1. Cover Slide (1 slide)
  2. Biography (4-5 Slides)
     + Early years
     + The Road to Revolution
     + During the American Revolution
     + The Critical Period
     + Late Years

3. Vision for the new nation (1-3 slides)

* 1. Political ideas and philosophies
  2. Federalist or Anti-federalist?
  3. Position on Party Politics
  4. Position on Slavery
  5. Economic philosophies

1. Contributions to the new nation (1-2 slides)
2. Papers and/or published texts (1 slide)
3. Interesting Facts (1 Slide)
4. Answer the following course questions (1-2 Slide)

* Why is he considered a founding father?
* Was he well-liked, disliked, and/or controversial?
* How did he help shape the future of the nation?
* How did he make life better in 2010?

1. Sources (at least 5) (1 Slide)

* 1 encyclopedia
* 1 primary source
* 1 reliable internet source
* 1 article
* 1 other

You will be graded using the evaluation rubric attached. Please be sure to make your presentation educational AND attractive. Use only the following colors: red, white, and blue. Use an attractive color scheme; include photographs, videos, etc. Be prepared to answer questions about your founding father.

**Founding Fathers Presentation**

Presentations will be graded according to the following rubric:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Excellent (5)** | **Above Average (4)** | **Average (3)** | **Below Average (2)** |
| **Content** | The presentation is highly informative. Students emphasize important information about the topic and include many fascinating details. The students present the information creatively. | The presentation is informative. Students include pertinent information about the topic and illustrate their points with some interesting details. The students use some creativity to present the information. | The presentation is informative. Students convey correct information about the topic and illustrate their point with few details. Little creativity is used to present the information. | The presentation is not at all informative. Some of the information in it may be incorrect. Students give few o no details. The students do not present the information creatively. |
| **Preparation** | Students gather information from several (5+) appropriate sources. They prepare note cards to guide them as they speak and create an attractive presentation. | Students gather information from 3-5 sources. They prepare notes to use while they speak and create an informative presentation. | Students gather information from one or two sources. Instead of preparing notes, they write the report word-for-word as it will be given. | Students use only one reference source to prepare for the presentation. They may be unable to complete their presentation because of lack of preparation. |
| **Organization** | The information is very well organized, logically ordered, and easy to follow. Students include interesting information at each stage in the presentation. | Students convey information in a logical order, and the presentation is easy to follow and understand. | Students present the information in a logical order. Generally, the supporting details follow the main points. | The information is not presented logically, and supporting details are missing or misplaced. |
| **Speaking** | Students are enthusiastic during the presentation. They enunciate clearly, project well, make eye contact with their audience, and speak in complete sentences. | Students are engaged during the presentation. They enunciate clearly, project well, and speak mostly in complete sentences. | Students present their material clearly and try to maintain eye contact. | Students come across as disinterested during the presentation. They may be hard to understand and speak in fragmented sentences. |

Research Paper

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CATEGORY | 5 | 4 | 3 | 2 |
| Quality of Information/ Content | Information clearly relates to the main topic and/or research question. Ample supporting details and examples are provided to answer the research question and/or inform about the topic selected. | Information relates to the main topic and/or research question. Supporting details and examples are provided to answer the research question and/or inform about the topic selected. | Information relates to the main topic and/or research question. Few supporting details and examples are provided to answer the research question and/or inform about the topic selected. | Information has little or nothing to do with the main topic and/or research question selected. |
| Organization | Information is very organized with well-constructed paragraphs and subheadings. | Information is organized with well-constructed paragraphs. | Information is organized, but paragraphs are not well-constructed. | The information appears to be disorganized. 8) |
| Paragraph Construction | All paragraphs include introductory sentence, explanations or details, and concluding sentence. | Most paragraphs include introductory sentence, explanations or details, and concluding sentence. | Paragraphs included related information but were typically not constructed well. | Paragraphing structure was not clear and sentences were not typically related within the paragraphs. |
| First Draft | Detailed draft is neatly presented and includes all required information. | Draft includes all required information and is legible. | Draft includes most required information and is legible. | Draft is missing required information and is difficult to read. |
| Graphic Organizer | Graphic organizer or outline has been completed and shows clear, logical relationships between all topics and subtopics. | Graphic organizer or outline has been completed and shows clear, logical relationships between most topics and subtopics. | Graphic organizer or outline has been started and includes some topics and subtopics. | Graphic organizer or outline has not been attempted. |
| Notes | Notes are recorded and organized in an extremely neat and orderly fashion. | Notes are recorded legibly and are somewhat organized. | Notes are recorded. | Notes are recorded only with peer/teacher assistance and reminders. |
| Sources | All sources (information and graphics) are accurately documented in the desired format. The student uses more than 5 reliable and valid sources. | All sources (information and graphics) are accurately documented, but a few are not in the desired format. The student uses 3-5 reliable and valid sources. | All sources (information and graphics) are accurately documented, but many are not in the desired format. The student uses less than 3 reliable and valid sources. | Some sources are not accurately documented. The student uses 1-2 reliable and valid sources. |

Resarch Paper:

|  |  |
| --- | --- |
| Checked w/ Ms. Clough: | |
|  | Met w/ Ms. Clough to discuss topic and research question(s). |
|  | Initial Bibliography   * Are there enough reliable, valid and authentic sources to complete the paper? * Triangulate! |
|  | Preliminary research (light reading, browsing of materials)  Thesis Statement   * What is the initial answer to the research question(s)?   Outline   * What and/or how many topics will be discussed in the paper? |
|  | Complete research:   * Evidence of researching through note cards and/or notebook.   Outline   * Adjust outlining accordingly.   Thesis   * Revisit, revise thesis statement |
|  | Rough Draft  - Have at least one (1) member of faculty other than Ms. Clough look at my research paper. |
|  | FINAL Paper with ALL components in a folder. |